

THE FINAL PUSH

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What is proficiency?

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“Elusive, complicated conception”

5 Scales (TESOL & ACTFL)

➤ Speaking, Listening, Reading, Writing, Culture

3 Dimensions

➤ Linguistic

➤ Content

➤ Degree of accuracy

What is proficiency?

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4 Scales (Canale and Swain)

- Grammatical competence
- Sociolinguistic competence
- Discourse competence
- Strategic competence

Level 4

Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.

<http://www.doe.in.gov/sites/default/files/assessment/levels-english-proficiency-and-student-actions.pdf>

Level 4

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Students should additionally be able to:

- Classify and give reasons in simple sentences
- Give simple explanations
- Describe an event/topic
- Outline topics using time sequence, as well as main idea and supporting details
- Formulate questions
- Compare/contrast information
- Conduct simple interviews

Level 5

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.



Teacher Voices

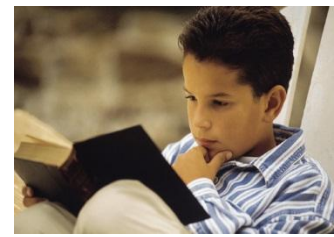
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“Students at level 4 can navigate social situations well and may appear on the surface to be fluent at times. However they usually lack specific knowledge of English in certain areas: academic language, writing, reading, etc.”

-Phil



Level 4



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- Communicatively students can do well
- Struggle with academic expectations, especially in relation to reading and writing
- Student investment in ESL learning – learning the language to learn
- Important to sustain academic achievement in tandem with second language acquisition

New Motivation

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- Learning the language to learn
- Sustaining academic achievement in tandem with second language acquisition

Content-based language instruction

(Brinton, Snow, & Wesche, 2003)

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- Concurrently teaching academic subject matter and second language
- Aligns with efforts to enhance Level 4 and serves as a focus in Level 5 teaching
- Motivation is key and comes from doing something meaningfully and authentically



The Cognitive Academic Language Learning Approach

(Chamot & O'Malley, 1996)

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Goal: Students simultaneously learn academic content and language; and become independent learners as a result

Macro level: Teaching of Science Problem-Solving Steps

- Ask a question
- Make a hypothesis
- Collect and record data
- Answering the question asked

The Cognitive Academic Language Learning Approach

(Chamot & O'Malley, 1996)

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Micro level: Deconstruct academic texts, teaching more specific strategies of recognizing writing patterns

- The Classification Pattern
- The Process Description Pattern
- The Factual Statement Pattern
- The Problem Solving Pattern
- The Experiment-Instruction Pattern
- The Combination Pattern

Lingua Folio

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Andrea Brandt Melnyk-IUPUI

- Self-assessment framework aligned with standardized proficiency levels
- Resource and training portals (ESL included)
- Students' language learning experiences, learning styles, intercultural encounters, language proficiency and performance
- [LinguaFolio Link](#)



Academic Vocabulary

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Tier II and Tier III vocabulary

Tier II - High frequency words that usually appear in print form only

Tier III - Not frequently used except in content and academic contexts

Content-obligatory and Content-compatible

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Content-obligatory

Words that are functional for students to gain knowledge of a curricular subject

Include content-specific technical vocabulary, special expressions, syntactical features

Content-compatible

Communicative in nature

Include process words and are “how” oriented instead of “what” oriented

Level 4 to Level 5

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- ❖ Content Based Instruction
- ❖ Teaching of strategic skills
- ❖ Teaching content and process vocabulary





Teacher Voices

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“Most of our level 4s can decode and copy answers from a text to a paper. They struggle with thinking skills and giving their own opinion. Since they are used to getting the information from a paper it is hard for them to create their own responses and they struggle with it.”

-Raquel

Inquiry Skills

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- Include inquiry skills in Level 5
- Learning is horizontal heterarchical rather than hierarchical
- Help learners at this level to problem solve, be self-directed, learn through collaboration
- “Just in case” versus “Just in time”



Inquiry Skills

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Bernie Dodge WebQuests: <http://webquest.org>

- “Ill-defined” problems that students need to solve
- Teachers scaffold in terms of resources, student roles, processes
- Elementary level: Child strayed from home into a forest full of animals

Problem: Which animals would be sought for help?

What could each animal do?

- High School level: Best and [creative problem-solving](#) strategies to untie Alexander’s Gordian Knot



Teacher Voices

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“One of the biggest disadvantages that level 4s face is they lack an awful lot of background knowledge and especially cultural knowledge. Think about reading Dante’s Inferno or the Scarlet Letter with little to no understanding of Christianity or the bible...while your language might be up to the task, it is untranslatable and incomprehensible to you.”

-Jana

Gifted Children & ELLs

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They need to:

- see themselves in the curriculum
- in the materials
- in the assignments



Emphasis on being able to relate to what is being taught



Culture

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Geneva Gay's culturally relevant pedagogy
Gloria Ladson-Billing's or James Bank's culturally responsive teaching

- Acknowledge cultural heritages
- Build bridges between home and school experiences
- Wide varieties of different learning styles
- Students praise their own and other people's cultures
- Multicultural resources and information in instruction

Instructional Possibilities

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Michelle Greene: Lawrence Township

“Different Worlds”

- Wrote about experiences migrating to the US
- Moving and engaging learners in writing

Dr. Eugene Garcia: Arizona University

Folktales from home

- Class time spent uncovering the scientific premises of the tales

The Role of the ESL Teacher

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Moving from “sage on the stage” to “guide on the side”

Create plenty of room for language usage

Scaffolding

- | | | | |
|----|----------------|---|------------------------------|
| 1. | Procedural | → | Academic skills |
| 2. | Conceptual | → | |
| 3. | Linguistic | → | Culturally relevant pedagogy |
| 4. | Socio-cultural | → | |

Collaboration with Students

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- Level 5 students can aid content area teachers with cultural scaffolding
- Acknowledging students' expertise creates investment in them staying engaged in the classroom



Collaboration of ESL and Content Area Teachers

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- Collaboration is necessary
- ESL teachers can inform content area teachers how to make content area accessible to ESL students
- Content teachers can inform their ESL colleagues about content conceptualization and process
- Language and knowledge are inseparable

Remaining Issues

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- Teachers should not overlook students who might seem fluent
- Students' differing domain strengths
- Level 4s can be difficult to distinguish
- Self-advocacy struggles
- Time and resources to identify weaknesses
- Writing coherently is a challenge
- LAS Links variables



THANK YOU

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